

BULLETIN OF THE DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS OF THE NATIONAL EDUCATION ASSOCIATION

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Economies in Secondary-School Administration

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SECONDARY-SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION
1933-1934**

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SPECIAL NOTICE

The Hollenden Hotel, Cleveland, Ohio, will be the headquarters hotel of the Department of Secondary-School Principals for the annual meeting in February, 1934.

All sessions of the secondary-school convention will be held in the Hollenden Hotel, on February 26, 27, and 28, 1934.

SECOND SPECIAL NOTICE

The address of the headquarters of the Department of Secondary-School Principals and of the National Honor Society is 5835 Kimbark Avenue, Chicago
H. V. CHURCH, Executive Secretary

THIRD SPECIAL NOTICE

A new directory of the Department members will issue soon. If the data opposite your name in the Directory of Bulletin 44 is incomplete or incorrect, please send correct material at once to the Department address above. If you do not have access to Bulletin 44, please fill blank below and send it *at once*.

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1932 27 June 1934

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CONTENTS

PART I

Economies In Secondary-School Administration

Activities, Extra-Curriculum Work.....	3
Annual and Newspaper.....	5
Athletics, Coach.....	6
Bus	7
Class Procedure, Program, Schedule, Study Hall.....	7-8
Diplomas	8
Federal Aid.....	9
Fees, Luxuries.....	9
Operation	9
Post Graduates.....	9-10
Private School Economy.....	10
Pupil Assistance	10
Pupil Exclusion	11
Summer School	11
Supervision	11
Teacher Load.....	11-15
Tuition	15
Welfare Work.....	15

PART II

NATIONAL HONOR SOCIETY

A Letter from the President, <i>Principal M. R. McDaniel</i> ..	16
An Objective Method of Selecting Members, <i>Leonard A. Fleenor</i>	17-22
Notes and News.....	23

PART III

Department Matters.....	24
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PART IV

Program of Cleveland Meeting, February 26-28, 1934.....	29
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PART I

Economies in Secondary-School Administration

The following contributions were received in response to the recent request that principals report successful changes in organization and administration made to effect budget economies. This pooling of experiences should provide many suggestions to principals confronted with the necessity of operating their schools on decreased budgets. In so far as the changes have resulted both in improvements and economies, they may be regarded as constructive contributions to secondary-school administration. If the changes have resulted in economies only without improvements, they should be regarded as emergency measures to be emulated, if necessary; but not as departmental contributions to the science of secondary-school organization and administration.

ACTIVITIES

All extra-curriculum activities are now handled by the student funds of the school.

* * * *

In the fall of 1930 the depression was beginning to be felt in our high school by the shrinkage of financial support for extra-curriculum activities. In order that we might continue to finance the worthwhile activities in our school, and in an effort to bring the various activities sponsored by the school to the greatest number of pupils at the lowest possible cost, we set up an activities budget plan for the school.

The activity budget plan in brief is:

1. An activity ticket is offered for sale to all pupils of the school at the beginning of the school year at the price of \$6.00.

2. Pupils who hold this activity ticket are admitted, without additional cost, to some forty activities, or in fact all of the activities sponsored by the school throughout the year.

4 ECONOMIES IN SECONDARY-SCHOOL ADMINISTRATION

3. Pupils are required to pay \$1.00 down when the ticket is purchased and \$1.00 each succeeding month until the full amount of \$6.00 is paid.

4. This money is collected by a student treasurer through home-room managers under the direct supervision of a faculty treasurer elected by the student body.

5. All money is deposited in one school fund but each account is kept separately.

In addition to solving our financial problem during this period of depression, we have increased our attendance at school activities several hundred per cent. As a direct result of this increased attendance at school activities, we have witnessed a decided revival of school spirit and interest in the success of school activities.

* * * *

In the winter of 1931, with the coöperation of the head of our commercial department and one of its members, we organized a school treasury which should handle all funds belonging to the different organizations, including the class funds, within the school. Previous to this time, there had been some twenty different organizations with separate bank accounts and little or no control within the school aside from a slight oversight given by individual teachers. Under the present arrangement, all money is deposited by the club treasurer on a regular deposit form, O. K.'d by the faculty director of that organization, with the school treasurer who duly credits the proper account. All bills are paid by check, signed by the school treasurer, the club treasurer, and the high-school principal. This gives a triple check upon every bill that is contracted and paid.

The school treasurer distributes his money so that 90% of it is drawing interest in the several banks of the city. The interest received is redistributed annually among the accounts which maintain an average balance of more than thirty dollars throughout the year. The difference in interest received and credited under this arrangement carries the overhead of the work.

* * * *

Five years ago our high school adopted the stamp book or activity book plan of financing the extra-curriculum activities program. In that year, 1929-30 we had an enrollment of 1500 and took in over \$3800 at 10c per week; in 1930-31, enrollment

1547, we collected over \$4000; 1931-32, enrollment 1738, took in over \$4300; last year, 1932-33 the enrollment was just over 1800, we took in \$4800, and this year with an enrollment of 1763 during the first seven weeks we have taken in \$1100. This is in addition to our money collected at the gate from outsiders for all athletic events and some money at the door from outsiders for school plays and operettas. The money taken in at the athletic gate each year was about \$4500 and has been financing all the cost of athletics. This year we shall have to pay our own coaching staff who of course are regular teachers doing a full day's work paid by the board of education. The head coach will be paid \$30 per month and assistant coaches \$20. All coaching is done after school hours. This total of about \$500 will have to be paid out of the athletic fund or general activity fund.

Pupils pay 10c a week in their home rooms to home-room treasurers. This is turned over to the student council treasurer and is handled through the registrar, who is the bonded school treasurer. Out of this general fund we finance all school activities such as sound movies, dramatics, operettas, assemblies, purchase musical instruments, and pictures for the building, finance the school paper and senior supplement. We have just finished installing acoustical treatment in our auditorium, study hall-lunch room, and will shortly do the same thing in the general office. This work will also be paid for out of school funds. This plan has done away with individual drives for each type of activity and has very largely developed school loyalty and has made possible many activities which would not otherwise be cared for in these times. We have had no financial problems at all during these years in our activities despite the depression.

Among the more valuable things that the school owns primarily due to this policy are \$6000 worth of musical instruments, \$3000 worth of athletic equipment, a \$1700 35 m. m. simplex professional sound equipment for movies, complete staging and dramatic equipment both for the main auditorium and the Little Theater and pictures purchased for the study hall and library.

ANNUAL

We discontinued our annual which saved \$900 per year to the school and \$400 to the student body.

The school annual and biweekly newspaper have been discontinued. The local newspaper publishes a school page once a week and the news for this page is supplied by a journalism class.

ATHLETICS

In the past the school district paid the athletic coach and assistant coach for the extra work but now the coach and assistant are paid from the local athletic funds which saves the school district about \$450 for each senior high school.

* * * *

For some time the physical education staff has consisted of two men and a woman, the men devoting quite a bit of time to organized athletics. This year the board of education has cut one man from the staff, reducing the salary of the remaining man to the amount appropriated to cover gymnasium instruction only, thus throwing on the student association the responsibility of reimbursing the coach as such.

* * * *

Two other high schools and a state university in our community divided up the interest in competitive athletics so that we seemed unable to finance a desirable schedule of games. Our board of education did not feel able to help us. With excellent coöperation in our school shops we manufactured our own reflectors at small cost and lighted our football field. Now the increased attendance at our evening games furnishes enough money to finance our whole athletic program for the year.

* * * *

In sports we have stressed play days for girls in preference to interscholastic competition. When we have had interscholastic games for girls, we have used student officials from the two schools to referee the games.

The boys are buying portions of their suits and furnishing cars for some of the transportation for games. The cost of officials has been reduced. Therefore, we have saved approximately \$300 in the athletic department.

* * * *

The average receipts for a home basket ball game are about \$62. The guarantee to the visiting school has averaged about \$49 and the officials have cost us at least \$20. This left us a deficit without figuring equipment, tickets, advertising, or emblems. The Board could no longer make up this deficit, yet we did not wish to drop interscholastic basket ball. We

cut down guarantees to a minimum and trimmed other expenses where we could, but our great saving has been in the cost of officials. We paid the state registration fee for a qualified local man (\$3), for which he donates his services in our nine home games, and made an agreement with our opponents that they might do likewise for return games. This will save us about \$175. We have had just as much dissatisfaction and arguments with referees from neutral towns as with the local official.

BUS

Two years ago our high school adopted a double route system for the school buses. Instead of ten buses making ten trips, four of them now bring in pupils for classes at 8:10 A. M. and immediately go out on another route, returning to the schools for classes starting at 9:10 A. M. The early schedule pupils are returned home at 3:00 P. M., while those coming on the later schedule in school return at 4:00 P. M. This system, which calls for an overlapping schedule in school, has made a saving in the transportation costs of about 20%.

CLASS PROCEDURE

Through the elimination of the forty-five minute activity period the teaching force in the Junior-Senior High School has been reduced from thirty-two to twenty-seven. Assembly programs and home rooms are now held on alternate weeks rather than on every week, as formerly.

* * * *

It has been customary for students to study in the classrooms since we have no regular study hall. Last year a large classroom having 52 seats, adjoining the library, was set aside as a study hall, the librarian in charge. Many pupils were thus taken out of the classrooms while a class was going on.

* * * *

Our physics and our chemistry classes have a straight 5-day, 51-minute net period. Teacher demonstration, notebook completed in study hours, and objective tests have enabled us to turn out pupils who have compared favorably in competition with those from 7 hour a week classes. Two teachers care for 327 pupils, a saving of about \$2000 in salary.

* * * *

Our high-school building is crowded with 1250 students in space intended for 800. Hence we are using the staggered

schedule this year. Some teachers and pupils start classes at 8:00 and finish at 2:00, while others start at 8:45 or 9:30 and finish at 2:45 or 3:30. We also ask students to study at home where convenient. This plan enables us to accommodate the entire group much easier than with the traditional schedule.

* * * *

Some four or five years ago we placed chairs in our dining room, which will accommodate 360 students at a time, improved the lighting both by the use of paint and better lighting facilities and we have been making use of the lunch room as a study hall and library in conjunction with the stacks which were moved to a classroom next door. We have five sixty-five minute periods in our schedule and of course the middle period of the day the room has to be used as a lunch room, so the study hall is taken care of elsewhere. This makes it possible to use the lunch room as a library before school from about 7:30 in the morning until 8:30, when school takes up; for the general study room two periods in the morning and two in the afternoon. This plan released a large study room which was made into two large classrooms, one for music and the other for dramatics and a hallway between these two rooms.

CLERICAL WORK

Three office workers were formerly employed. We have cut to two. When the work of the office gets behind, we call in a mimeograph clerk for a day or two. Our actual saving is about \$70 per month.

* * * *

Through elimination of some of the clerical routine that had been carried on, the services of one clerk and the assistant principal have been dispensed with, resulting in a saving of approximately \$4350.00.

* * * *

We have introduced a part time clerical service. Pupils receive credit and experience working in the central office, the high-school office, the library, and the department directors' offices. We have thus made some saving in clerical expense.

DIPLOMAS

A few years ago the diplomas for all the graduates cost about \$1.00 each, but now there is a special diploma printed

in the printing department and a photostatic copy of the permanent record attached to the diploma and the entire cost is only about twenty-five cents for the entire diploma. As there are over 1500 graduates this year, this is a saving of over \$1000.

FEDERAL AID

Our community has voted to construct a junior high school with the help of the Federal Public Works program, which contributes about 30% of the cost. This project will furnish work for many of our unemployed, and will solve our school housing problem for the present in both high school and grades.

It will also permit the razing of two old grade school buildings which are very costly to keep in good condition.

FEES

In order to eliminate the criticism from taxpayers that certain departments in the school are costing too much and should be eliminated an arrangement of fees in each subject was made to cover all the cost of that subject except the instruction of the subject. This means that no one subject costs the taxpayer any more than any other subject. While this makes a rather large fee in some subjects, the method has been more profitable than the elimination of certain departments and there has been an actual saving to the taxpayer of \$2000.

OPERATION

We effected economies by putting on a "turn off the lights" campaign. Last year this school brought about a savings in electric bills of \$510.90 over the previous school year.

Two janitors were dropped from the staff at a saving of approximately \$1500.00.

POSTGRADUATES

We found that there were seventy-two students who were prepared for college but couldn't afford to go. We also found five college professors in the vicinity who were out of work. We have a splendid new Y. M. C. A. building which is fully equipped with classrooms and gymnasium facilities. We

made contact with practically all of the New England colleges and asked them what their attitude would be toward such an institution. Their replies were 100% coöperative. Consequently, we organized university extension courses. The students pay \$180. As far as I know, this type of organization is unique, and there is nothing like it in New England.

A PRIVATE SCHOOL MEETS THE DEPRESSION

In order to retain our faculty during the time when our enrollment has been reduced, we placed a number of the younger men upon part time, giving them all their homes and living with a reduced cash salary. It was the agreement that each one would take university work during his free periods—with the result that one man has already taken his master's degree and three others are coming up for theirs very soon. On account of this program these teachers will eventually have gained through the situation.

PUPIL ASSISTANCE

Since the stack room was made in the classroom next door to the lunch room and the library was conveniently located, the student council was given general charge of the attendance and control of the large study hall under the direction and supervision of the librarian. We thereby saved the salary of a study hall teacher, about \$950 a year.

* * * *

The advance pupils in science and industrial art classes are repairing old science equipment and are making new equipment for many departments. The metal work classes in our high school made 100 music racks which reduced the cost of the music department about \$200 and they may make racks for other schools this year, which will increase the reduction of music costs. The industrial department is making chairs for children in the elementary grades which will reduce school costs several hundred dollars. We have 5 printing classes in our high school which print everything for the school board that is used in all schools in the city. This saves the school district approximately \$40,000.

PUPIL EXCLUSION

Under a school board rule, pupils who have attained their sixteenth year and fail in two major subjects are excluded from further attendance.

SUMMER SCHOOL

For the first time in five years this city has had no summer school, thus saving about \$1500.00 in salaries, the balance of the expense being covered by tuition fees. While this represents a nominal saving for the year, it is not economy, however, as the cost per pupil per subject is considerably less than for the regular ten month program.

SUPERVISION

Our local schools had already anticipated the decrease in 1933-34 finances, and at the suggestion of the supervisor a scheme of subject-sponsoring by respective sponsors of junior and senior high schools was planned during the year 1932-33. During this year sponsors met regularly with respective departments in consolidated meetings as preliminary training for probable obligations of 1933-34. The Supervisor of Secondary Education took over the principalship of a local junior high school and, although still responsible for supervision in a general way, is assisted specifically by respective sponsors. This saving amounts to about \$3500 annually. Similar savings have been effected in the elementary schools. All agree that the plan is not ideal but will prove successful for a time through the momentum already attained.

TEACHER LOAD

When I came to this school in 1920 the teaching load was 22 or 23 pupils per teacher. During recent years it has been mounting rapidly and last year our high school had 31 pupils per teacher. Due to the necessity for rigid economy we gave up six teachers this year and increased the load to 34 students per teacher.

We have increased the sizes of classes, but not the number of classes taught. All academic teachers teach from 30 to 45 more pupils than they formerly did. This effected an actual saving of about 20% on instruction in mathematics, history, and English.

12 ECONOMIES IN SECONDARY-SCHOOL ADMINISTRATION

An increase in the number of pupil-teachers was made this year to reduce the number of teachers. Last year this ratio was about 34 and this year about 37. There are 4 less teachers in this school this year, which saves approximately \$7200.

* * * *

Double periods for such subjects as bookkeeping and business arithmetic have been reduced to single periods and the teacher load has been considerably increased.

* * * *

Our typewriting room was moved so it would be next to the typewriting practice room. The two rooms are connected by a door. In this manner we were able to accommodate many more pupils in typewriting.

* * * *

In our state all English teachers are obliged to plan for the equivalent of one period per week of oral English. For years a special teacher has taken over this work, being just able to cover nearly all English classes weekly. Beginning this September all teachers are handling their own oral English, thus saving the cost of one full time teacher at \$2050.00.

* * * *

Language teachers are now teaching six classes in three instances where an advanced subject has dropped below twenty. Each teacher has been more than willing to take the extra class in order to save the subject. No teacher has more than the average pupil load for academic subjects.

* * * *

We changed from a 55-minute period five periods per week to a 70-minute period four periods per week. Teachers are assigned six different groups instead of five which they had under the old plan. Teachers meet five classes per day and six different groups during the week. This made a saving of eight teachers and approximately \$16,000.

* * * *

During the last few years we have reseated many of our classrooms so that now practically all of these rooms will accommodate forty students and a few of them up to fifty or seventy-five. This has made possible the increase in the teach-

ing load, at the same time arranging for comfortable seating conditions for pupils.

* * * *

Three of us, who had for a number of years been giving practically all of our time to executive and supervising work, have taken two classes and a study hall, or some other direct activity, which has brought us into close contact with the students. We have found that our influence with the boys is greater because of these daily, natural relations than it was when we met more formally in the office.

* * * *

By increasing the number of pupils assigned to each class the same staff of teachers has been able to carry an increase of 25 per cent in the enrollment. This increase in teacher load was made possible to a large extent by combining classes in the higher units of work as, for example, German 5 and 6; Latin 7 and 8, etc. Courses for which there was small demand were dropped entirely from the curriculum. These measures resulted in a saving of approximately twenty-two thousand dollars per year.

We have increased the size of our classes gradually for several years and this year require each teacher to teach six subjects instead of five as in previous years. This has meant a saving of \$6000 in salaries beside the decrease in salaries of present teachers. Study hall supervision has been reduced by \$3000 by combining three study halls into one. Manual arts instruction has been reduced by \$1800 by placing mechanical drawing and printing in the same room under the same instructor.

* * * *

The contribution of our high school in meeting the problems created by the depression in the city schools has been chiefly in one direction. We have increased the teacher load first, by not increasing our corps of teachers when vacancies occur, and second, by not increasing the number of teachers even though there has been an increased enrollment. We have also limited the purchase of supplies and equipment to a minimum necessary for carrying on our work.

* * * *

The following measures have been taken in the school to meet the conditions created by the depression: The program

of all English teachers has been increased from four to five classes. The work of the science department has been reorganized to permit the dropping of all laboratory assistants, except one. The size of classes has been largely increased in all departments. Hitherto, teachers who were assigned to class advisorships were excused from one unit of class instruction. This is no longer done.

* * * *

In this school of less than 300 pupils, we have had to give up this year the equivalent of the full time of one teacher. There has been no decrease in the offerings of the curriculum. The work thus orphaned has been taken over by the remaining members of the faculty.

In addition to this we have taken the aggressive by opening an experimental curriculum for a group of 23 boys and girls. Some of the work of this group represents an addition to the burden of the faculty. This has been taken up by the already hard worked teachers with cheerfulness and even enthusiasm.

* * * *

We have made very definite reductions in school expense. These reductions have been partly accomplished by increasing teacher load to five classes and one study period per day and by an average class size of thirty pupils. Teachers have taken an average of $16\frac{1}{4}\%$ reduction in salary below the 1929 level. Aside from very strict economy in purchase and use of supplies, no other effort has been necessary to keep our budget within the limits deemed necessary in our district.

* * * *

Our home economics courses were closely reviewed by the home economics teacher and the teacher in charge of the cafeteria. Much of the laboratory work of the course in home economics was given to the teacher in charge of the cafeteria to be done by the girls in the home economics classes. One of the women helpers was dropped from the cafeteria and another helper's number of hours were reduced, thus saving approximately \$500 a year. The girls like the work and their course in home economics has become more practical.

The teaching load for the teachers has been increased. More teachers were requested to teach six periods per day and the enrollment in the classes was increased. We did not drop

any teachers but our enrollment in high school has increased materially and the increased number has been cared for without adding an additional teacher. Therefore, we have saved one teacher, or approximately \$1800.

TUITION

We have our own junior college which receives 80% of those graduates who continue in school. In the past many graduates have sought to return to high school presumably for enriched programs, actually for a pleasant place in which to spend another year. A \$50 tuition fee, the amount which is now also charged at junior college, has reduced our post graduate numbers from forty to three. It has also caused more attention to be given to college entrance requirements.

WELFARE WORK

For the past two years our high school, through its guidance department, has felt the necessity for meeting more welfare needs of pupils than ever before. There were more undernourished pupils who had come to school without breakfasts, and who were in need of mid-morning lunches; more pupils in need of medical attention; more pupils absent from school on account of lack of clothing.

The faculty, through its daily contacts with pupils and frequent contacts with homes, was keenly cognizant of the need and united in a common effort to provide money for a welfare fund, which is called the Peter J. D. Kuntz Fund in honor of a former teacher. The main source of revenue was a faculty play which was given to two crowded houses. The funds were given to the Peter J. D. Kuntz Fund and also to our local community chest by vote of the faculty. This action not only placed the faculty of the school in a most favorable relationship with the community, but it created and fostered such an interest in the welfare needs in the school that individuals and organizations in the community have voluntarily donated money and clothing to this fund of the school for welfare purposes. At no time during this period of depression has the school been lacking the necessary funds for all school welfare needs of its pupils. The cumulative result of this work of welfare among students has resulted in a happier school and a very definite practical program of service to those in need.

PART II

NATIONAL HONOR SOCIETY

A LETTER FROM THE PRESIDENT

To the Chapters of the National Honor Society:

I wish to send a word of greeting and good wishes to those schools throughout the country which maintain a chapter of the National Honor Society. I congratulate the sponsors of the Society who are helping, in these unstable times, to hold up the high ideals of scholarship, character, service, and leadership among the young people. I congratulate the boys and girls who have met the high requirements of the National Honor Society, and have won the distinction of election to that organization.

It is gratifying to those of us who have worked with and for the National Honor Society since its beginning thirteen years ago, that it is being more and more recognized by the colleges. When a candidate is being considered for admission to college, the question whether he has been elected to the National Honor Society is often asked. Those who have won that honor are not only admitted without question into the colleges but are even sought as the most desirable college material. It is also gratifying that our young people themselves are more and more appreciating the Society and are striving to attain its high standards. Many boys and girls while yet in the elementary schools have decided that they are going to win the coveted recognition. I would suggest that all principals encourage and foster this ambition in the younger pupils.

With best wishes for a successful year, I am

Very sincerely yours,

M. R. McDANIEL,
President of the National
Honor Society

AN OBJECTIVE METHOD OF SELECTING NATIONAL
HONOR SOCIETY MEMBERS

Washburn High School, Minneapolis, Minnesota

Leonard A. Fleenor, Counselor for Boys

An objective method by which high-school pupils can be selected for recognition on the basis of scholarship, service, leadership, and character seems very desirable and quite ideal, but to attain this goal is no easy task and presents many obstacles which seemed almost impossible to overcome. However, when the Washburn Chapter of the National Honor Society was established in September, 1927, the faculty advisers set about at once to set up some practices which would take as much of the guesswork as possible out of the method of selecting members, and also to remove the personality of the advisers in effecting selection.

Letters were written to various schools, and to educators who possibly had made some progress in this direction, but no satisfaction was obtained. When it was found that no plan was available which was designed to measure such qualities as service, leadership, and character, some procedures suggested themselves as a step in the right direction. It is obvious that the best measure of a pupil's scholarship is his marks, and that they can be readily expressed. But it is not easy to define leadership, service, and character, or to express them in measurable form for a single pupil. To get at some possible measure of these qualities, a system of rankings was set up, relying on the judgments of a comparatively large number of people.

These rankings are as follows:

1. Scholarship, determined by the grades earned in high school up to the time of making selection.
2. Rankings by the faculty by use of a check list of the qualities implied under definition of service, leadership, and character.
3. Rankings formed by the candidates' estimates of themselves when considering the qualities of service, leadership, and character.

When these three rankings are determined for each candidate, they are added together to arrive at a final composite ranking which is the main basis for selection by the faculty advisers.

This plan has been in use for six years in Washburn High School in which time 214 pupils have been permanently elected to the National Honor Society. It has been satisfactory in the main to faculty, pupils, and parents, and is offered here not as a perfect plan, but as one which makes some effort to express these desirable qualities mathematically. It is hoped that other schools may benefit by the use of this plan, but more especially that further progress may be developed and reported. A short detailed description follows of how the rankings are determined and used.

RANKINGS FOR SCHOLARSHIP

Rankings for scholarship are rather simple and objective. Beginning in 11A, the high-school marks for each pupil are evaluated numerically. A=3, B=2, C=1, D=0, F=-1. The upper quarter of each class is then ranked on marks so that scholarship constitutes the first of the three ranks. As classes contain from 175 to 300 pupils, it is quite a task to evaluate the marks of all pupils, but by inspection, it is possible to pick those who will likely be in the upper quarter. It has been found that the value of the lower limits of the upper quarter is usually about 1.70. Having given the marks a numerical value, the pupils are ranked from highest to lowest, beginning with one.

RANKINGS BY THE FACULTY

The entire faculty is always given the opportunity to express its judgment about each eligible candidate in the characteristics of service, leadership, and character. However such judgments are most difficult to make, and no one teacher nor group of teachers can know all of these characteristics for all candidates. However, to have a uniform method of forming judgments, a check list is used. The hand book of the National Honor Society (Bulletin 31, p. 10) devotes five paragraphs in defining each characteristic. Each paragraph has been restated in a few words to get it into a compact list as follows:

A. Service

1. Willingness to render any service to the school when called upon.
2. Willingness to do committee or staff work.

3. Readiness to show courtesy by assisting visitors, teachers, and students.
4. Willingness to represent school in interclass or inter-school competition.
5. Willingness to render worthwhile service to the school, to the community.

B. Leadership

1. Demonstrates leadership in classroom or home room.
2. Demonstrates leadership in promoting school activities.
3. Successfully holds school offices or positions of responsibility.
4. Contributes ideas which improve civic life of the school.
5. Exerts type of leadership which directly influences others for good.

C. Character

1. Meets individual pledges and responsibilities promptly to school and teachers.
2. Demonstrates highest standards of attitude toward honesty and reliability.
3. Constantly demonstrates desirable qualities of personality (cheerfulness, friendliness, neatness, poise, stability).
4. Coöperates by complying with school regulations (follows regulations, concerning books, property, program, office, halls, lockers).
5. Upholds principles of morality and ethics.

This check list is in mimeograph form and when used, there is pasted on it the alphabetical list of the candidates so that the names fit a series of numbered lines on which the checks are made. Each teacher is requested to check the candidates in as many descriptions as possible, either positively or negatively, leaving the space blank when the pupil or description is unknown. Each teacher is asked to comment at length when she thinks a pupil should not be considered for selection.

The check lists are gathered, ratings totaled, and each pupil ranked according to the sum of favorable checks in the three characteristics, the pupil receiving the greatest number is given a ranking of one. This constitutes the second ranking.

RANKING BY CANDIDATES

It is assumed that no one knows a pupil better than the members of his own group. Accordingly, their own judgment has been used in selection.

The principal always meets the upper quarter as a group. He explains the purpose of the society and how membership is decided. An alphabetical list of the group is passed out to each member. Since there are from 40 to 60 in the upper quarter of the groups, they are asked to rate twenty people on the basis of desirability in such a society, thinking in terms of service, leadership, and character. The pupil stars his own name but does not include it in the ratings. The most desirable pupil is marked 20 and so on down to 1 so that the ratings are easily made by addition. Totals are made for each pupil and ranks established, giving a ranking of one to the pupil with the most ratings.

This constitutes the third ranking. Members of the society have no direct voice in selection of new members, but they are given the opportunity to state in writing, objections to any candidates on the list, especially if a candidate is known to be dishonest.

FINAL SELECTION

Rankings having been made in scholarship, by the faculty, and by the candidates themselves, they are combined into a composite ranking by adding all ranks for each pupil. The faculty advisers inspect these ranks and proceed to make selections. Any objections by the faculty or by the members of the National Honor Society are reviewed in case the pupil ranks within the range of selection. The principal conducts the meetings of the advisers, but usually expresses no voice in final selection. Members are then selected in order of final rankings on motion by the advisers. Usually each candidate within the range of selection is personally interviewed by the advisers. Only rarely has the order of ranking been set aside. Occasionally, at the lower end of the list, the rankings seem to be less

reliable than the judgment of the advisers. As a rule, a few less than the full quota of members are selected, leaving some vacancies for obvious reasons.

NOTIFICATION OF SUCCESSFUL CANDIDATES

Final selections are not made known by the advisers until all are selected, and a day of notification has been announced. On that day, an all school auditorium is arranged. The members of the society take part. Members equal to the number of successful candidates, are used. Each member is provided with the name of a selection, and at a given signal, they all go into the audience and bring to the stage the newly elected members.

It is no small event in the life of a pupil to be picked from among his fellows, and conducted to the platform to be presented to the group as a member-elect to the National Honor Society.

WORKING MEMBERSHIP

This selection is known as a working membership, and can be discontinued at any time sufficient evidence shows that the pupil is below the standards set for the society. Only rarely has such a matter come to the attention of the advisers. This type of membership was not in the original plan, but came about after it was found that an occasional pupil was inclined to let his standards drop, on the assumption that once he was in the society, his membership was continuous. This type of membership tends to keep all members up to their capacity until graduation.

At graduation time this working membership is voted a permanent membership by the faculty advisers providing no objections are raised. Any member of the faculty or of the National Honor Society may register in writing an objection to any member. Each case is an individual one and final decision rests with the faculty advisers.

In recognition of permanent membership, each name is starred on the commencement program, and the principal presents each member to the audience as a pupil attaining very high honor.

ADVANTAGES OF THE METHOD

1. Selection does not depend upon the personal preference of one person or of a small group of advisers.
2. Selection is rather objective and mathematical.
3. Candidates and faculty feel that fairness and merit usually prevail.
4. A wholesome effect is made upon many pupils early that they may attain merit and recognition.
5. Parents of unsuccessful candidates readily understand that no one teacher nor small group of advisers used undue influence in selection or rejection of pupils. The facts tell the story.
6. Pupils make direct contact with problems in human conduct since they must be rated and inspected.

SOME POSSIBLE DISADVANTAGES

1. The method requires considerable preparation and mathematical computation.
2. The rankings are not always of relative weight. However, it is obvious, that they are superior to guesswork.
3. In the final analysis, it is impossible to define and measure the qualities which are included. Nevertheless, it is better to make the attempt, than to do nothing about it.
4. Some inaccuracy and partiality can enter into the rating by teachers and pupils. However, the effect is small when the number of people expressing judgment is comparatively large.

NOTES AND NEWS

It is the plan to devote a portion of every Bulletin to the National Honor Society. Every chapter is anxious to know what the other chapters are doing. This part of the Bulletin should serve as a medium of exchange of plans and projects, of news of interesting facts about chapters and their members, as well as an organ for the communication of the rulings of the National Council.

There are now almost 150,000 who have been elected members of the National Honor Society.

In Bulletin 49 there will be an extended article on the activities of a chapter in West Virginia.

Members of the National Honor Society and sponsors can now purchase engraved National Honor Society writing paper. See description and prices on page 24.

All chapters should keep in mind that there have been no assessments by the National Council on local chapters. Therefore there are no annual dues.

An even one hundred chapters were added to the number in the National Honor Society during the calendar year, 1933. The number of chapters on December 31, 1933 was 1417.

The Bumble "B", the biweekly paper of the pupils of the High School of Boone, Iowa, carries a column on the activities of the high-school and college members of its Honor Society members.

In order to accede to requests for certificates of membership for the National Junior Honor Society, a certificate has been prepared. These are engraved on artificial parchment with a gilded facsimile of the emblem. See page 25 for prices.

Here is a paragraph taken from a letter to this office by the secretary of a chapter in Alabama:

"We have a grand organization! Although small, yet we have and are proving a very vital force in the life of the school: lectures, posters, attractive bulletin board displays, are a part of the work we are sponsoring."

Many inquiries come in asking whether there is a scholarship fund administered by the National Council to aid financially high-school graduates who are members of the National Honor Society. There is no such fund, but it is not impossible to have such resources. If every member could contribute one dollar to such a foundation, there would be a round sum to begin with, and if chapters, each year, sent in sums in proportion to their membership there would soon be set up a revolving fund that would give assistance to deserving members.

PART III

DEPARTMENT MATTERS

NATIONAL HONOR SOCIETY

Over ten years ago the Department of Secondary-School Principals (then the National Association of Secondary-School Principals) organized the National Honor Society with the end in view of stimulating scholarship in the secondary schools of the United States. To-day they are over fourteen hundred chapters and these are in the best high schools in the country. The four objectives of the society are: to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character. Every high-school principal who has a chapter is enthusiastic over the productive results of this organization in his school. Direct all requests for literature to H. V. Church, 5835 Kimbark Avenue, Chicago.

WARNING

The National Honor Society has met with such great success that imitations are springing up in different parts of the country. These pseudo honor societies seem to have largely a commercial objective, and plan to exploit scholarship for financial ends. Members of our department are warned to beware of any plan to sell pins or emblems to pupils under the guise of scholarship, and are urged not to lend their aid or influence to such organizations.

The Department of Secondary-School Principals recommends only the National Honor Society and the National Junior Honor Society.

FOURTH PRICE LIST OF NATIONAL HONOR EMBLEMS

The prices of emblems were lowered during the summer of 1933, but the NRA code and the rising price of gold has made two subsequent increases necessary. The latest prices are below:

Senior Emblems			
14K Charm	\$3.63	14K Pin	\$2.78
10K Charm	3.00	10K Pin	2.34
Gold Filled Charm	1.60	Gold Filled Pin	1.00

(Our jewelers say gold filled emblems will wear twenty years.)

These are remittance-with-order prices, and are post-paid. Add ten cents an emblem to the above prices if C. O. D. handling is desired. Engraved letters 3c each additional; guard with chain one dollar additional. If a guard is ordered, be sure to state whether a numeral, as '33 or '34, or an initial, is desired. (The C. O. D. fee is 25c up to \$10.00; 30c up to \$50.00; and to this should be added 25c messenger service, besides the money order fee. It is too expensive to order C. O. D. Do not do it.)

Send All Orders to H. V. CHURCH, 5835 Kimbark Avenue, Chicago.

SEALS AND MEMBERSHIP CARDS

Membership Cards—Since the organization of the National Honor Society there has been a growing demand for membership cards in the organization. Cards of membership, both for members of the National Honor Society and for the members of the National Junior Honor Society are now on sale. The cards (2½"x2¼") are engrossed on a fine quality of cardboard, have the emblem of the Society embossed upon them, and require only the insertion of the name of the member.

The price of the cards is five cents apiece.

Seals—The Seal (1¼"x1½") is a gilt embossed sticker to be affixed on the diplomas of members of chapters. A replica of the emblem is embossed on the seal.

The price of the seals is five cents apiece.

NATIONAL HONOR MEMBERSHIP CERTIFICATES

In response to repeated demands, the Department of Secondary-School Principals has prepared membership certificates (8½"x11) for members of the National Honor Society. These certificates are lithographed on artificial parchment with the die of a facsimile of the emblem stamped in gold. They sell for fifteen cents apiece post-paid. Direct orders to H. V. CHURCH, 5835 Kimbark Avenue, Chicago.

ENGRAVED STATIONERY

So many requests for National Honor stationery have come in that a supply is now on hand to meet the demands. This writing material is designed for the use of members and sponsors of the chapters of the National Honor Society. The engraved letterheads with envelopes to match come in two sizes with prices as follows:

48 engraved sheets, $7\frac{1}{4} \times 10\frac{1}{4}$	}	-----\$1.00
48 envelopes, $3\frac{3}{8} \times 7\frac{1}{2}$		
48 engraved folded note sheets, $6\frac{3}{4} \times 10\frac{3}{4}$	}	-----\$1.00
48 envelopes, 3 9/16x5 9/16		

These prices are post-paid. Remittance should accompany order, and orders must be approved by principal or by sponsor. Samples are sent on request.
Direct orders to H. V. CHURCH, 5835 Kimbark Avenue, Chicago.

THE NATIONAL JUNIOR HONOR SOCIETY

The National Junior Honor Society is patterned very closely after the Senior Honor Society. The Junior Society is designed for ninth and tenth grades in four year high schools, and for eighth, ninth, and tenth grades in junior high schools. This organization is now a going concern, and already there are a number of chapters, both in senior high schools and junior high schools. The national constitution, the model constitution, and booklet of information as well as the application blank will be sent on request. Direct all applications to H. V. CHURCH, Executive Secretary, 5835 Kimbark Avenue, Chicago.

NEW PRICES

EMBLEM, NATIONAL JUNIOR HONOR SOCIETY

The emblem is made in two grades: ten karat gold and gold filled. All pins have safety catch. The prices are as follows:

10K Pin	-----\$1.65	Gold Filled Pin	-----\$1.00
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These are remittance-with-order prices, and are post-paid. Add ten cents an emblem to the above prices if C. O. D. handling is desired. Engraved letters 3c each additional; guard with chain one dollar additional. If a guard is ordered, be sure to state whether a numeral, as '33 or '34, or an initial, is desired. (The C. O. D. fee is 25c up to \$10.00; 30c up to \$50.00; and to this should be added 25c messenger service, besides the money order fee. It is too expensive to order C. O. D. Do not do it.)

Send All Orders to: H. V. CHURCH, 5835 Kimbark Avenue, Chicago.

CERTIFICATES, NATIONAL JUNIOR HONOR SOCIETY

These certificates ($7 \times 8\frac{1}{4}$) are engraved on artificial parchment with a die of a facsimile of the emblem embossed in gold. They sell for ten cents apiece post-paid. Send remittance with order. Address H. V. CHURCH, 5835 Kimbark Avenue, Chicago.

PUBLICATIONS OF THE DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS
OF THE NATIONAL EDUCATION ASSOCIATION

The publications of the Department are Bulletins 1-48, and were issued from 1917 to the present. These issues are sent post-paid on receipt of price. A price list, which contains a description of the contents of each Bulletin, will be sent on request. Dues-paying members may receive these publications at 50% off the list price. A descriptive list of recent issues is below:

Bulletin No. 42, May, 1933.	
Fourth Handbook of the National Honor Society and National Junior Honor Society. This gives a history of the organization, rituals, and lists of chapters by states. (pp. 172)	-----\$1.00
Bulletin No. 43, December, 1932.	
Abstracts of Unpublished Masters' Theses in the Field of Secondary-School Administration. Peabody Teachers College. (pp. 127)	-----\$0.50
Bulletin No. 44, January, 1933.	
Secondary-School Abstracts, and Directory	-----\$0.50
Bulletin No. 45, March Proceedings of the Minneapolis (1933) Meeting.	
Papers on Defense of American Secondary Schools, the State and Its High Schools (3), Curriculum (4), Economy (4), Directed Learning, Library (2), New Standards, Regional Agencies, Music, Art, Industrial Arts, Guidance, Cooperative Studies, Six-Four-Four Plan, Tests, Carnegie Commission: Junior High School: Curriculum, Learning Situation: Junior College: Taxes, Public Relations, Administration, Instruction	-----\$2.00
Bulletin No. 46, April, 1933.	
Meeting the Emergency in Education	-----\$0.25
Bulletin No. 47, May, 1933.	
Unpublished Masters' Theses, Minnesota	-----\$0.50
Bulletin No. 48, December, 1933.	
Economics in Secondary-School Administration, and an Objective Method of Selecting Members of the National Honor Society	-----\$0.30

CERTIFICATES OF RECOMMENDATION

The Department of Secondary-School Principals has been distributing uniform certificates of recommendation for over ten years. At first they were sent out free to the members of the Department, but the demand for the certificates became so great that the printing and mailing charges became a burden to the treasury. Therefore, a change was made.

The blanks are used in transferring pupils from one secondary school to another and particularly from high school to college. The certificates are sent post-paid at the following prices:

NEW PRICE LIST

Mailing from	100	200	500	1000
Chicago				
1st zone -----	\$1.60	\$2.70	\$6.10	\$10.10
2nd zone -----	1.60	2.70	6.15	10.15
3rd zone -----	1.65	2.75	6.25	10.25
4th zone -----	1.65	2.75	6.45	10.50
5th zone -----	1.70	2.85	6.55	10.65
6th zone -----	1.70	2.90	6.65	10.90
7th zone -----	1.75	2.90	6.80	11.15
8th zone -----	1.75	2.95	7.10	11.40

Twenty per cent discount to dues-paying members.

Direct orders to H. V. CHURCH, 5835 Kimbark Avenue, Chicago.

STANDARD HIGH-SCHOOL PERSONAL RECORD BLANKS

The standard record forms which were approved by the Department of Secondary-School Principals at the meeting at Boston are now printed on cardboard suitable for vertical filing systems. This card, 5x8, is especially designed for small and medium size high schools.

Space is provided on these blanks for scholarship records for five years. The extra year is included for pupils of four-year high schools who may desire to do graduate work. It is recommended that six-year junior-senior high schools use separate cards for the records of the junior and of the senior schools.

When the guidance information called for in the lower right hand corner seems to be of a changeable nature, as would often be true of such items as "Vocational Preference" it is suggested that it be written in pencil so that it can be erased and changed when necessary.

The schedule of prices, post-paid, follows:

NEW PRICE LIST

Zones	100	200	500	1000
1 & 2 -----	\$1.70	\$3.00	\$6.00	\$11.00
3 -----	1.75	3.05	6.10	11.15
4 -----	1.80	3.10	6.20	11.35
5 -----	1.85	3.15	6.30	11.55
6 -----	1.90	3.20	6.45	11.70
7 -----	1.95	3.30	6.60	11.95
8 -----	2.00	3.40	6.75	12.10

Twenty per cent discount to dues-paying members.

Direct orders to H. V. CHURCH, 5835 Kimbark Avenue, Chicago.

GROUP LIFE INSURANCE

The Department offers to its members life insurance in its most inexpensive form. The salient features of the plan are:

1. **Low premium.** The premium is ten dollars a year a thousand for those insured for \$3000.00. See table below for rates for those over forty-five years of age.
2. **No medical examination** (with exceptions).
3. **Total and permanent disability benefits.** If an insured member becomes totally and permanently disabled, his insurance will be paid in monthly installments.
4. **Conversion privilege.** When an insured member leaves the profession to enter another profession or economic group, he may convert his group policy into any of the policies (except term insurance) customarily issued by the insurance company for the same amount at the current rates of the attained age.
5. **Age limit is sixty-five years.**
6. **Individual policies.** These show rights of insured, amount, and beneficiary.
7. **Current protection.** There are no savings, accumulation, or paid-up features. Insurance is for one year at a time, and is renewable each year, at the option of the insured member.
8. **Amounts offered:** \$3,000 for all ages from 21 to 45 (nearest birthday) inclusive. \$1,500 for all ages from 46 to 65 (nearest birthday) inclusive.

Annual Rates per \$1,000 for those 45 or older:

Age	Premium	Age	Premium	Age	Premium
45 -----	\$11.10	52 -----	\$16.90	59 -----	\$28.15
46 -----	11.65	53 -----	18.15	60 -----	30.40
47 -----	12.30	54 -----	19.50	61 -----	32.90
48 -----	13.05	55 -----	20.90	62 -----	35.50
49 -----	13.90	56 -----	22.50	63 -----	38.40
50 -----	14.80	57 -----	24.25	64 -----	41.50
51 -----	15.80	58 -----	26.10	65 -----	44.90

Send for application blanks to H. V. CHURCH, 5835 Kimbark Avenue, Chicago.

AUTOMOBILE INSURANCE

The members of the Department who own motor cars may now procure complete, sound automobile insurance protection with efficient nation-wide service at annual savings of 25% off the usual cost of such coverage through the Lumbermen's Mutual Casualty Company of Chicago.

Send for application blank, to H. V. Church, 5835 Kimbark Avenue, Chicago.

If you will fill the application blank and send it to the Executive Secretary, he will quote the special rate to members. When you receive this quotation, you can then decide if you can save money by accepting this special rate.

FIRE INSURANCE

A new service, fire insurance, is now open with reduced rates to our members. This coverage is with the Central Manufacturers' Mutual Insurance Company. If you are interested, send for a blank to the Executive Secretary, H. V. CHURCH, 5835 Kimbark Avenue, Chicago. The secretary will be glad to give quotations.

PERSONAL ACCIDENT INSURANCE

7c a day—Principal Sum, \$5,000; Weekly Indemnity, \$25

1. Pays \$5,000 for loss of either Life, Both Feet, Both Hands, One Hand and One Foot or Sight of Both Eyes.
2. Pays \$10,000 if losses previously mentioned are sustained on a common carrier, passenger elevator, etc.
3. Pays \$25 Weekly Indemnity from first day of disability, payable as long as the Insured lives and remains disabled. Double weekly Indemnity for Common Carrier Accidents.
4. Pays 50% Extra Weekly Indemnity while confined in Hospital or attended by trained nurse, for twenty weeks.
5. Pays Surgical Indemnity according to schedule for fractures, dislocations, amputations and minor injuries.
6. Pays 40% of regular weekly indemnity for Partial Disability, according to liberal terms of policy.

Send inquiries regarding this insurance to H. V. CHURCH, 5835 Kimbark Avenue, Chicago.

AUTOMOBILE PERSONAL ACCIDENT INSURANCE**Schedule of Benefits**

\$10 Policy	Weekly Indemnities for Disability	\$5 Policy
\$25 per week	For Total Loss of Time	\$25 per week
(26 Weeks)		(26 Weeks)
\$12.50 per week	For Partial Loss of Time	
(4 Weeks)		
\$20 per week	Hospital Indemnity or Nurses' Fees	\$15 per week
	(Payable in addition to weekly indemnity—limit 4 weeks)	
\$10	Physician's Fees for Non-Disabling Injuries	\$10
\$5 to \$40	Surgical Operation Fees	\$10 to \$225
(Paid in addition to weekly indemnity)	(Paid in lieu of weekly indemnity)	
\$100	Identification Provision	\$100
	(For Identification and Placing in Care of Relatives or Friends)	

Indemnity for Loss of Life, Limb or Sight

\$2500	Life	\$1000
3500	Both Eyes	2000
3500*	Both Hands	2000
3500*	Both Feet	2000
3500*	One Hand and One Foot	2000
1000	One Hand	500
1000	One Foot	500
750	One Eye	300

* (For the losses indicated the Company will pay under the \$10 Policy in addition to the lump sum specified above, \$50 per month each month for a period of five years from date of accident.)

Direct letters in regard to this insurance to H. V. CHURCH, 5835 Kimbark Avenue, Chicago.

SPECIAL CLUB RATES FOR CONSUMERS' RESEARCH

The Department of Secondary-School Principals offers to its members a special club rate for subscription to Consumers' Research (one year) and to membership in the Department (one year) for three dollars.

USE TYPEWRITER. OR PRINT. DO NOT WRITE.

PROGRAM

DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS

Cleveland, Ohio

February 26, 27, and 28, 1934

GENERAL SESSION

JOINT MEETING OF THE DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS, THE DEPARTMENT OF SECONDARY EDUCATION, THE NATIONAL ASSOCIATION OF HIGH-SCHOOL INSPECTORS AND SUPERVISORS, AND THE AMERICAN ASSOCIATION OF TECHNICAL HIGH SCHOOLS AND INSTITUTES.

MONDAY, FEBRUARY 26, 1934, 1:30 P. M.

BALLROOM

HOLLENDEN HOTEL

PRESIDING: G. W. Rosenlof, Director Secondary Education and Teacher Training, Department of Education, Lincoln, Nebraska, and President of the National Association of High-School Inspectors and Supervisors.

Music—Cleveland Public Schools

Selection of Nominating Committee for Department of Secondary-School Principals

THEME—"What Constitutes a Good Secondary School and by What Standards Should It Be Evaluated?"

The Point of View of the Dean of a Graduate School of Education—Charles H. Judd, Dean of the Department of Education, The University of Chicago, Chicago, Illinois.

The Point of View of the Professor of Secondary Education—Thomas H. Briggs, Professor of Secondary Education, Columbia University, New York City.

The Point of View of the Secondary-School Principal—F. L. Bacon, Principal, Evanston Township High School, Evanston, Illinois.

The Point of View of the High-School Teacher—Walter Bissell, Teacher, Central High School, Cleveland, Ohio.

The Point of View of the Regional Accrediting Agencies—George E. Carrothers, Professor of Education, University of Michigan, Ann Arbor, Michigan.

Discussion—Clyde M. Hill, Chairman of the Department of Education, Yale University.

The Place of the Technical High School in Modern Education—DeWitt C. Morgan, Principal, Arsenal Technical High School, Indianapolis, Indiana.

TUESDAY, FEBRUARY 27, 9 A. M.

**JOINT MEETING OF THE DEPARTMENT OF SECONDARY-SCHOOL
PRINCIPALS AND THE AMERICAN ASSOCIATION OF
TECHNICAL HIGH SCHOOLS AND INSTITUTES.
ASSEMBLY ROOM**

HOLLENDEN HOTEL

PRESIDING: P. H. Powers, Principal, East Technical High School, Cleveland, Ohio.

"The Trends in the Development of the Technical High School"—E. G. Allen, Assistant Principal, Cass Technical High School, Detroit, Michigan, and President, The American Association of Technical High Schools and Institutes.

"Textbooks and Lesson Outlines in Technical High Schools"—B. F. Comfort, Principal, Cass Technical High School, Detroit, Michigan.

Discussion—W. S. Kirkland, Principal, Central Technical School, Toronto, Ontario.

Albert L. Colston, Principal, Brooklyn Technical High School, Brooklyn, New York.

JUNIOR HIGH-SCHOOL PRINCIPALS' LUNCHEON

TUESDAY, FEBRUARY 27, 12:30 P. M.

BALLROOM, HOLLENDEN HOTEL

PRESIDING: William E. Burkard, Principal, Tilden Junior High School, Philadelphia, Pennsylvania, and Member of the Executive Committee, Department of Secondary-School Principals.

1. Music—Cleveland Public Schools.

2 Address: "The Place of the Junior High School in the Present Organization," William J. Bogan, Superintendent of Chicago Public School, Chicago, Illinois.

TUESDAY, FEBRUARY 27, 2:00 P. M.

GROUP No. 1—Assembly Room

PRESIDING: Charles F. Allen, Supervisor of Secondary Education, Little Rock, Arkansas, and First Vice President, Department of Secondary-School Principals.

"The Social Significance of the Junior High School," Harrison H. VanCott, Supervisor of Junior High Schools, State Department of Education, Albany, New York.

"Articulation and Other Problems Facing the Junior High Schools To-day," H. E. Binford, Assistant Superintendent in charge of Secondary Education, Louisville, Kentucky.

"A Tradition Free Junior High-School Curriculum," Will French, Associate Superintendent of Schools, Tulsa, Oklahoma.

Discussion.

GROUP No. 2—Club Room.

PRESIDING: W. W. Haggard, Superintendent, Township High School and Junior College, Joliet, Illinois, and Member of Executive Committee, Department of Secondary-School Principals.

"The Teacher, The Solution of Our Problems," R. L. Moore, President, Mars Hill Junior College, Mars Hill, North Carolina.

"Some Problems in Connection with the Development of the Junior College," J. J. Oppenheimer, Dean, College of Liberal Arts, University of Louisville, Louisville, Kentucky.

Discussion.

GROUP No. 3—Parlors A-B-C.

PRESIDING: Harrison C. Lyseth, State Supervisor of Secondary Education, Augusta, Maine, and Second Vice President, Department of Secondary-School Principals.

"The Course of Study in Secondary-School English," J. Paul Leonard, Professor of Education, College of William and Mary, Williamsburg, Virginia.

"The Curriculum of the Traditional High School Challenged by the Activity Curriculum of the Elementary School," J. L. Meriam, Professor of Education, University of California, Los Angeles, California.

Discussion.

WEDNESDAY, FEBRUARY 28, 9 A. M.

GROUP No. 1—Assembly Room.

PRESIDING: William E. Burkard, Principal, Tilden Junior High School, Philadelphia, Pennsylvania, and Member of the Executive Committee, Department of Secondary-School Principals.

"Economical Enrichment of the Small Secondary-School Curriculum," Frank W. Cyr, Associate in Rural Education, Columbia University, New York City.

"The Teacher's Part in the Guidance Program," Mark S. Godman, Public School Supervisor, State Department of Education, Frankfort, Kentucky.

"Size of Classes in Secondary Schools of the United States," Verna A. Corley, Professor of Education, Fordham University, New York City.

Discussion.

GROUP No. 2—Club Room.

PRESIDING: Harrison C. Lyseth, State Supervisor of Secondary Education, Augusta, Maine, and Second Vice President Department of Secondary-School Principals.

"The Administration of Attendance in Large High Schools," Evan L. Mahaffey, Principal, South High School, Columbus, Ohio.

"Means of Measuring the Teaching Load in the High School," Harl R. Douglass, Professor of Secondary Education, University of Minnesota, Minneapolis, Minnesota.

Discussion.

GROUP No. 3—Parlors A-B-C.

PRESIDING: Charles F. Allen, Supervisor of Secondary Education, Little Rock, Arkansas, and First Vice President, Department of Secondary-School Principals.

"The Social Situation in North Carolina and its Effects Upon Secondary Schools," W. F. Warren, Superintendent, City Schools, Durham, North Carolina.

"Twenty-eight American Secondary Schools Given Freedom by the Colleges for Experimental Study of the Curriculum. What Are They Doing With Their Freedom?" Wilford M. Aikin, Director, John Burroughs School, Clayton, Missouri.

Discussion.

LUNCHEON

WEDNESDAY, FEBRUARY 28, 12:30 P. M.

BALLROOM—HOLLENDEN HOTEL

PRESIDING: Robert B. Clem, Principal, Shawnee High School, Louisville, Kentucky, and President, Department of Secondary-School Principals.

MUSIC—Cleveland Public Schools.

ADDRESS—"The Secondary School and the Cause"
President William J. Hutchins, Berea College.

BUSINESS SESSION

Report upon the work of the committee which is Re-Studying the Objectives of Secondary Education, Thomas H. Briggs, Professor of Secondary Education, Columbia University, New York City, and Chairman of Committee.

Report of Finance Committee—

R. L. Sandwick, Principal, Deerfield-Shields Township High School, Highland Park, Illinois.

O. V. Walters, Principal, East High School of Aurora, Aurora, Illinois.

REPORT OF NOMINATING COMMITTEE.

ELECTION OF OFFICERS.

WEDNESDAY, FEBRUARY 28, 2 P. M.

HOLLENDEN HOTEL

RESEARCH SECTION—Assembly Room

PRESIDING: Charles H. Judd, Director of the Department of Education, The University of Chicago, Chicago, Illinois.

"Meeting Student Welfare Needs," Paul E. Elicker, Principal, Newton High School, Newtonville, Massachusetts.

"Legitimate Economies in the High-School Program," H. T. Steeper, Principal, North High School, Des Moines, Iowa.

"The Educational Program of the Civilian Conservation Corps," C. S. Marsh, Educational Director of the Civilian Conservation Corps.

"Reorganizing the Social Studies in the University High School of the University of Chicago," A. K. Loomis, Principal, University High School, University of Chicago, Chicago, Illinois.

"Aptitude Testing as Undertaken by the Round Table of Southeastern Michigan," Edgar G. Johnston, Principal, University High School, University of Michigan, Ann Arbor, Michigan.



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